






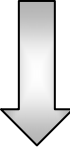
Second Grade Social Studies Standards

1 = Standard
2 = Grade Level
2 = Benchmark

Definitions for words that are in **boldface** are provided in the glossary at the end of this document.

These images are representative of the subject areas and are a guide to finding information regarding that subject

History Standard 1.0: Chronology: *Students use chronology to organize and understand the sequence and relationship of events.*





| HISTORY  | CIVICS  | ECONOMICS  | GEOGRAPHY  |
|--|---|---|--|
| <p>1.2.2 Identify past, present, and future events.</p> | <p>1.2.1 Identify examples of rules, laws and authorities that keep people safe and property secure. 1.2.4 Participate in class decision making. 8.2.1 Name their school and community.</p> <div data-bbox="688 695 907 912" style="text-align: center;">  </div> <hr/> <p>Have the class set up rules and procedures at the beginning of the school year (1.2.4)</p> <div data-bbox="571 1101 907 1221" style="text-align: center;"> <p>An idea for integrating standards in the classroom</p> </div> | <p>1.2.1 Give examples of what is given up when choices are made. 1.2.3 Give examples of all or nothing choices (e.g. choose music on or off). 3.2.1 Demonstrate an understanding of trade. 3.2.2 Give examples of prices people have paid when buying goods and services. 3.2.3 Explain why consumers choose to buy more when a price is low and why consumers choose to buy less when a price is high. 4.2.1 Identify why people use banks. 5.2.1 Explain what money is and how it is used. 6.2.2 Explain what a consumer does. 6.2.6 Give examples of ways people earn money by working. 7.2.4 Give examples of inventions.</p> <div data-bbox="1213 1075 1291 1221" style="text-align: center;">  </div> <hr/> <p>Talk about choice and have students give examples when setting up rules and procedures (7.2.4)</p> | <p>1.2.1 Identify the map title and map symbols on a variety of maps. 1.2.2 Describe what a map or globe represents. 1.2.3 Recognize geographic information from maps, globes, photographs and graphs. 1.2.4 Choose a title and construct a key from map symbols. 1.2.5 Identify the difference between a map and a globe. 1.2.6 Recognize spatial patterns on a map. 2.2.4 Give examples of how technology is used in the home and classroom. 2.2.6 Identify areas that have different purposes in the home or the classroom. 4.2.1 Use a school map to construct a visual model of population distribution. 4.2.3 List and classify different ways to move people, goods, and ideas. 4.2.4 Compare the difference between rural and urban communities. 4.2.6 Use a map or chart to display information about an economic product. 5.2.2 List typical human activities that take place in different physical environments. 5.2.4 Identify how people shape the physical environment at home and school. 6.2.4 Plan a geographic change for a classroom or school (e.g., changing the location of furniture or students). GS 2.5 Display the results of a geographic inquiry</p> |

Transition arrow indicating an idea for integrating a standard into the classroom

These numbers indicate this activity corresponds with the standard listed directly above

GS = Benchmark Geographic Skills which are woven into the Geog. Performance Standards

This is a listing of resources that can be used to teach the corresponding standards found on the previous page

| Resources: | Teacher Notes: |
|--|---|
|  <p>Interactive U.S History timeline from the World Almanac for Kids online (http://www.worldalmanacforkids.com/explore/timeline.html)</p> <p>History and Children's Literature – A reading list of K-2 books that discuss U.S. history topics such as immigration, Civil Rights Movement, and World War II (http://www.udel.edu/dssep/histlit/histreadk2.htm)</p> | <p>Use this space to record any notes regarding the teaching of this standard, or for information on the resources used, or for additional resources that you found!</p> |
|  <p>The American Promise: a Web site devoted to helping teachers, professors and educators bring democracy to life in their classrooms. (http://www.farmers.com/FarmComm/AmericanPromise/)</p> <p>Schoolhouse Rock: America Rock – Video and lyrics on American government. (www.schoolhouse-rock.com)</p> <p>Lesson idea: Why Do We Need Authority? - Lesson plan created by the Center for Civic Education taken from the Authority section of <i>Foundations of Democracy: Authority, Privacy, Responsibility, and Justice</i>. (http://www.civiced.org/fod_elem_auth02_sb.html)</p> <p>Civics and Children's Literature – A list of stories focusing on the theme of Rules and Laws. ie: <i>Better Not Get Wet, Jesse Bear</i> by Nancy White Carlstrom. “Main character follows rules for when he is allowed to “get wet;” can use story to stimulate discussion of the purposes of a rule and when rules are applicable.” Additional civics themes are also available including: government, values and principles, citizens’ rights and privileges, and participation in civic life.</p> | <p>This symbol corresponds to the subject area standard indicated on the previous page. Thus, these resources will help you with teaching the civics aspect of this standard.</p> |
|  <p>A Perfect Pet – A lesson on choice from the National Council on Economic Education (http://www.econedlink.org/lessons/index.cfm?lesson=EM468&page=teacher)</p> <p>A number of additional lessons may be found on the National Council on Economic Education website at www.ncee.net/resources/lessons.php</p> <p>Economics and Children's Literature – A list of stories focusing on economic topics such as choice, wants, goods, barter, etc. ie: <i>If You Give a Mouse a Cookie</i> by Laura Joffe Numeroff “The little mouse in this story has many wants that soon lead him to desire other things.” (http://www.udel.edu/dssep/econlit/econreadk.html)</p> | <p>This link takes you to the website where the resource can be found!</p> |
|  <p>Xpeditions: Over the River and Through the Woods A lesson designed to teach kids about the concept of mental maps – from National Geographic (http://www.nationalgeographic.com/xpeditions/lessons/02/gk2/)</p> <p>Geography and Children's Literature - A list of stories focusing on geographic topics such as location, map reading, place, movement, etc. ie: <i>All Kinds of Children</i> by Norma Simon “Beautifully illustrated watercolors accompany the narrative which describes things children all over the world have in common; food, clothing, love, play, physical attributes, and the likes.” (http://www.udel.edu/dssep/graphics/geolit/georeadk2.html)</p> | <p>This is the actual web address to the Internet location of the resource.</p> |

